

PROCEDURE TO PRACTICE

CALLING THE REPORTER

Purpose: The purpose of this first simulation is to formulate relative and direct questions for the to clarify information already contained in the CANTS 1, to seek additional information related to the *Four Elements* (Safety, Strengths, Needs/Risk, Accurate Finding) and to conduct an interview with this collateral. This simulation is designed to support the CPSW's ability to effectively articulate their role as the CPSW as well as to strengthen interviewing skills of the person who made the actual call to the hotline (to begin applying the use of critical thinking skills and anticipatory interviewing). This simulation also provides an opportunity for demonstrating their ability to respond accurately and professionally to questions regarding the investigative process.

- Formulate Questions
- Clarify Existing Information
- Seek Additional Information
- Documentation of Relevant Information

Trainer Directions: Facilitate conversation regarding the following:

- How does the identity/role of the reporter impact us?
 - o Professional vs. non-professional
 - o Family vs. neighbor
 - o Anonymous

Review the contents of the CANTS1 in the hard copy case file. In small groups or in a collective group identify key information that need to be extracted from the interview with the reporter. Develop specific interview questions relative the role/relationship of the reporter, allegations at issue and the source of the information being provided. The Trainer will need to help facilitate and guide this process.

Teaching Points:

- Procedurally the reporter must be contacted during the course of the investigation. Preferably upon assignment and prior to initiation, **however, the inability to make contact with the reporter does not impact the 24-hour mandate to see the child and assess their safety.**
- Explain the benefits of clarifying initially the information recorded in the CANTS-1 as relayed from the Hotline (I.e. To insure subjects of the report, relationships of subjects and information in narrative are accurate).

Anticipatory Interviewing:

What information do we anticipate this collateral/contact might provide?

- o Who is this professional contact to the family?
- o What do we know about recent interactions or length of involvement?
- o Does any information gathered to date impact or inform the type of questions that need to be addressed in this interview?
- o What does the person being interviewed know and how do they know it?
- o How does confidentiality apply in this specific interview?
- o What do you anticipate this collateral/contact may ask you?

Be prepared to revisit the six steps of critical thinking to avoid attitudes, beliefs, and assumptions guiding the process.

Reminder:

- o *Remind participants of the importance of their ability to articulate their role and purpose of the call. (Opportunities for facilitator to model and/or participant to demonstrate)*
- o *What do they (contact/collateral) know and how do they (contact/collateral) know it?*
 - *When gathering information and evidence in the course of an investigation it is imperative for the CPSW to clarify specifically what the person being interviewed “knows” and how they “know” it.*

Activity Preparations: Break class into groups no larger than 5. Allow 15 minutes for participants to formulate the questions they feel are pertinent to the *Four Elements*.

Participant Preparation: Working together: Participants development specific questions they wish to ask the reporter. Designate one person to be the primary interviewer.

Primary Investigative Interviewer: Person that dials the phone the call the reporter. Identifies him or herself and conducts the interview.

All Participants: Listen and take notes while the primary interviewer conducts interview to be documented later in a collateral contact note.

Once initial interviewer has completed, the trainer/facilitator will ask the other participants if they have any further questions they would like to ask of the reporter or would like to seek any additional information or clarification.

PROCEDURE TO PRACTICE— DEBRIEF

CALLING THE REPORTER

Facilitate a conversation with the participants regarding their experience.

Check-In:

- How did the experience feel? (Did it feel real?)
- What areas did they feel prepared for? (Where did you feel confident?)
- What areas did they feel less prepared for? (What areas were you less confident?)
- Were there any portions that confused you or areas that you need clarification? (I.e. How to ask certain questions. Am I violating confidentiality? How should I respond to ___?)

Opportunity for feedback from actor playing reporter

Information/Evidence Gathered:

Referring to the four elements, ask participants to identify what, if anything, they believe is pertinent to safety, strengths, needs/risk, and an accurate finding.

What is relevant for documentation?

- Statements made by the reporter
- Observations made by the reporter
- Identification of the source of information
- Identification of new contacts or collaterals

Transfer of Learning:

Revisit six steps of critical thinking. (Have your initial impressions been changed? How so?)

Was previous information corroborated or discounted?

Remind participants about the dangers of accepting self-report. (Remind participants that all information must be corroborated even if it comes from a mandated reporter.)

Facilitate conversation regarding documentation of the interview.

Were there any elements of the interview that led you to question the creditability or intention of the reporter?

What, if any, information from the interview needs to be shared with your supervisor? (Is there any urgency to safety regarding the information?)

PROCEDURE TO PRACTICE

PROFESSIONAL COLLATERALS

Purpose: The purpose of this simulation is for the CPSW to formulate relative and direct questions for the identified professional collateral as they relate to the *Four Elements* (Safety, Strengths, Needs/Risk, Accurate Finding). To further support the use of critical thinking skills and the practice of anticipatory interviewing. This simulation also provides an opportunity for demonstrating their ability to respond accurately and professionally to questions regarding the investigative process.

- Formulate Questions
- Clarify Existing Information
- Seek Additional Information
- Documentation of Relevant Information

Trainer Directions: Facilitate conversation regarding the following:

- What is the relevance of contacting professionals involved with the family? (I.e. Why would it be important to call the daycare provider or babysitter even if they were not mentioned by the reporter?)

Teaching Points:

- Check assumptions about Mandated Reporters and their working knowledge of the Child Welfare system.
- Asking specific and clarifying questions about all of the issue of concern. (*What do they know and how do they know it?* Statements and Observations)
- Asking questions about direct or indirect knowledge any underlying conditions.

Anticipatory Interviewing: What information do we anticipate this collateral/contact might provide?

- Who is this professional contact to the family?
- What do we know about recent interactions or length of involvement?

- o Does any information gathered to date impact or inform the type of questions that need to be addressed in this interview?
- o What does the person being interviewed know and how do they know it?
- o How does confidentiality apply in this specific interview?
- o What do you anticipate this collateral/contact may ask you?

Be prepared to revisit the six steps of critical thinking to avoid attitudes, beliefs, and assumptions guiding the process.

Reminder:

- o *Remind participants of the importance of their ability to articulate their role and purpose of the call. (Opportunities for facilitator to model and/or participant to demonstrate)*
- o *What do they (contact/collateral) know and how do they (contact/collateral) know it?*
 - *When gathering information and evidence in the course of an investigation it is imperative for the CPSW to clarify specifically what the person being interviewed “knows” and how they “know” it.*

Participant Preparation: Working together: Participants development specific questions they wish to ask the identified collateral. Designate one person to be the primary interviewer.

Primary Investigative Interviewer: Person that dials the phone the call the identified collateral. Identifies him or herself and conducts the interview.

All Participants: Listen and take notes while the primary interviewer conducts interview to be documented later in a collateral contact note.

Once initial interviewer has completed, the trainer/facilitator will ask the other participants if they have any further questions they would like to ask of the reporter or would like to seek any additional information or clarification.

PROCEDURE TO PRACTICE—DEBRIEF

PROFESSIONAL COLLATERALS

Facilitate a conversation with the participants regarding their experience.

Check-In:

- How did the experience feel? (Did it feel real?)
- What areas did they feel prepared for? (Where did you feel confident?)
- What areas did they feel less prepared? (What areas were you less confident?)
- Were there any portions that confused you or areas that you need clarification? (I.e. How to ask certain questions. Am I violating confidentiality? How should I respond to ___?)

Opportunity for feedback from actor playing reporter

Information/Evidence Gathered:

Referring to the four elements, ask participants to identify what, if anything, they believe is pertinent to safety, strengths, needs/risk, and an accurate finding.

What is relevant for documentation?

- Statements made by the professional collateral
- Observations made by the professional collateral
- Identification of the source of information
- Identification of new contacts or collaterals

Transfer of Learning:

Revisit six steps of critical thinking. (Have your initial impressions been changed? How so?)

Was previous information corroborated or discounted?

Facilitate conversation regarding ways to corroborate information gathered from interviews with professional collateral.

Facilitate conversation regarding documentation of the interview.

Were there any elements of the interview that led you to question the credibility or intention of the professional collateral?

What, if any, information from the interview needs to be shared with your supervisor? (Is there any urgency to safety regarding the information?)

PROCEDURE TO PRACTICE

FAMILY IDENTIFIED CONTACTS/OTHER (NON-PROFESSIONAL)

Purpose: The purpose of this simulation is to formulate relative and direct questions for the family identified contacts and/or other non-professional contacts and to conduct an interview with this type of contact. This simulation is designed to support the CPSW's ability to effectively articulate their role as the CPSW as well as to strengthen interviewing skills (to begin applying the use of critical thinking skills and anticipatory interviewing). This simulation also provides an opportunity for demonstrating their ability to respond accurately and professionally to questions regarding the investigative process.

- Formulate Questions
- Clarify Existing Information
- Seek Additional Information
- Documentation of Relevant Information

Trainer Directions: Facilitate a conversation regarding the following:

- What is the relevance/benefit of interviewing non-professional contacts?
- How does this support the requirement to establish a child identified collateral? (*Procedure 300.50*)
- What are some of our attitudes, beliefs and assumptions about non-professional family identified contacts?

Teaching Points:

- Procedurally the CPSW is required to seek information from any source in which there is reasonable cause to believe that pertinent information may be obtained that is relevant to the investigation.
- Detailed information related to the issues of family functioning and underlying conditions. More "intimate" information is often gained from non-professional contacts.
- Assessing the creditability of information received from non-professional contacts. (*Direct interest in outcome: Procedure 300.50*)

Anticipatory Interviewing: What information do we anticipate this collateral/contact might provide?

- Who is this person to the child/family? (I.e. neighbor, extended family, previous caregivers, friends, who else?)
- What do we know about recent interactions or length of involvement?

- o Does any information gathered to date impact or inform the type of questions that need to be addressed in this interview? (I.e. information relayed to CPSW from schools, daycare provider, family members, as well as other medical professionals)
- o What does the person being interviewed know and how do they know it?
 - Direct knowledge vs. indirect knowledge
- o How does confidentiality apply in this specific interview?
- o What do you anticipate this collateral/contact may ask you?

Be prepared to revisit the six steps of critical thinking to avoid attitudes, beliefs, and assumptions guiding the process.

Reminder: Remind participants of the importance of their ability to articulate their role and purpose of the call. (Opportunities for facilitator to model and/or participant to demonstrate)

Participant Preparation: Working together: Participants development specific questions they wish to ask the family identified contact. Designate one person to be the primary interviewer.

Primary Investigative Interviewer: Person that dials the phone the call the family identified contact. Identifies him or herself and conducts the interview.

All Participants: Listen and take notes while the primary interviewer conducts interview to be documented later in a collateral contact note.

Once initial interviewer has completed, the trainer/facilitator will ask the other participants if they have any further questions they would like to ask of the reporter or would like to seek any additional information or clarification.

PROCEDURE TO PRACTICE—DEBRIEF

FAMILY IDENTIFIED CONTACT (NON-PROFESSIONAL)

Facilitate a conversation with the participants regarding their experience.

Check-In:

- How did the experience feel? (Did it feel real?)
- What areas did they feel prepared for? (Where did you feel confident?)
- What areas did they feel less prepared for? (What areas were you less confident?)
- Were there any portions that confused you or areas that you need clarification? (I.e. How to ask certain questions. Am I violating confidentiality? How should I respond to ___?)

Opportunity for feedback from actor playing family identified contact

Information/Evidence Gathered:

Referring to the four elements, ask participants to identify what, if anything, they believe is pertinent to safety, strengths, needs/risk, and an accurate finding.

What is relevant for documentation?

- Statements made by the family identified contact
- Observations made by the family identified contact
- Identification of the source of information
- Identification of new contacts or collaterals

Transfer of Learning:

Revisit six steps of critical thinking. (Have your initial impressions been changed? How so?)

Was previous information corroborated or discounted?

Remind participants about the dangers of accepting self-report. (Remind participants that all information must be corroborated even if it comes from a family identified contact.)

Facilitate conversation regarding documentation of the interview.

Were there any elements of the interview that led you to question the creditability or intention of the family identified contact?

What, if any, information from the interview needs to be shared with your supervisor? (Is there any urgency to safety regarding the information?)

PROCEDURE TO PRACTICE

PROFESSIONAL COLLATERALS—MEDICAL (DIALOGING WITH DOCTORS)

Purpose: The purpose of this simulation is to formulate relative and direct questions for medical professionals and to conduct an interview with this collateral as they relate to the *Four Elements* (Safety, Strengths, Needs/Risk, Accurate Finding). This simulation is designed to support the CPSW's ability to effectively articulate their role as the CPSW as well as to strengthen interviewing skills (to begin applying the use of critical thinking skills and anticipatory interviewing). This simulation also provides an opportunity for demonstrating their ability to respond accurately and professionally to questions regarding the investigative process.

- Formulate Questions
- Clarify Existing Information
- Seek Additional Information
- Documentation of Relevant Information

Trainer Directions: Facilitate a conversation regarding the following: *

- The procedural requirement of contacting medical professionals.
 - Why contact the primary care physician if child was not treated for an injury or alleged to even have one?
 - Is there a difference between interviewing the primary care physician vs. an ER doctor or specialist?

***Note: This simulation directly correlates with the curriculum on physical indicators of abuse and dialoging with doctors. Delivery of this portion of the curriculum must be delivered prior to this simulation.**

Teaching Points:

- Procedurally the CPSW is required to establish the doctor's level of expertise and any specialized training.
- Procedurally the CPSW is required to use the CANTS-65.
- Procedurally the CPSW is required to use CANTS-2A/2B in cases of physical injury.
- Procedurally the CPSW is required to request and review medical history (when applicable).

Anticipatory Interviewing: What information do we anticipate this collateral/contact might provide?

- Who is this medical professional to the child/family? (I.e. primary care physician, specialist or treating physician)
- What do we know about recent interactions or length of involvement?

- o Does any information gathered to date impact or inform the type of questions that need to be addressed in this interview? (I.e. information relayed to CPSW from schools, daycare provider, family members, as well as other medical professionals)
 - o What does the person being interviewed know and how do they know it?
 - Direct knowledge vs. indirect knowledge
 - o How does confidentiality apply in this specific interview?
 - o What do you anticipate this collateral/contact may ask you?
- Review *Dialoging with Doctors* handout.

Have participants review the *Dialoging with Doctors* handout and determine which, if any, questions would be beneficial to use during interview.

Activity Preparations: Break class into groups no larger than 5. Allow 15 minutes for participants to formulate the questions they feel are pertinent to the *Four Elements*.

Participant Preparation: Working together: Participants development specific questions they wish to ask the medical professional. Designate one person to be the primary interviewer.

Primary Investigative Interviewer: Person that dials the phone the call the medical professional. Identifies him or herself and conducts the interview.

All Participants: Listen and take notes while the primary interviewer conducts interview to be documented later in a collateral contact note.

Once initial interviewer has completed, the trainer/facilitator will ask the other participants if they have any further questions they would like to ask of the reporter or would like to seek any additional information or clarification

PROCEDURE TO PRACTICE—DEBRIEF

PROFESSIONAL COLLATERALS—MEDICAL (DIALOGING WITH DOCTORS)

Facilitate a conversation with the participants regarding their experience.

Check-In:

- How did the experience feel? Real?
- What areas did they feel prepared for? (Where did you feel confident?)
- What areas were you less confident?
- Were there any portions that confused you or areas that you need clarification? (I.e. How to ask certain questions. Am I violating confidentiality? How should I respond to ___?)

Opportunity for feedback from actor playing medical professional

Information/Evidence Gathered:

Referring to the four elements, ask participants to identify what, if anything, they believe is pertinent to safety, strengths, needs/risk, and an accurate finding.

What is relevant for documentation?

- Statements made by the medical professional
- Observations made by the medical professional
- Identification of the source of information
- Identification of new contacts or collaterals

Transfer of Learning:

Revisit six steps of critical thinking. (Have your initial impressions been changed? How so?)

Was previous information corroborated or discounted?

Remind participants about the dangers of accepting self-report. (Remind participants that all information must be corroborated even if it comes from a medical professional.)

Facilitate conversation regarding documentation of the interview.

Were there any elements of the interview that led you to question the creditability or intention of the medical professional?

What, if any, information from the interview needs to be staffed with your supervisor? (Is there any urgency to safety regarding the information?)

DAY ONE RSL

INITIAL RESPONSE AND ENGAGEMENT

*Time frames will vary depending on specific scenarios and number of participants

Purpose: The purpose of the first simulation is to provide experiential learning and transfer of procedures into practice. Depending on the scenario being used, this can either be the initiation of the 24-hour mandate or the initial visit after being assigned as the primary CPSW. Participants have the opportunity to demonstrate their abilities to professionally engage subjects as well as articulate their role, the investigative process, and answer questions posed by subjects.

Trainer Directions: During each individual simulation, trainer/facilitator will be present in the RSL taking notes for debriefing with each participant (See specific Metrix/Rubric). Simulations should not be stopped or interrupted unless a participant is showing signs of distress or if the participant is completely off the target of the simulation goals. (i.e., participant begins talking about taking the children into protective custody and the goals of the simulation are engagement).

Teaching Points:

- Teaching points should be tailored to the specific case or scenario being use for the particular simulation. (i.e., Gaining entry to the home, explaining the home safety checklist).
- Facilitator/trainer have the opportunity to utilize Models of Supervision tools. (i.e., G.O.A.L.S.).
- Facilitator/ trainer can identify specific areas where each participant is at in the transfer of learning from procedure to practice.

DAY ONE RSL –DEBRIEF

INITIAL RESPONSE AND ENGAGEMENT

Coaching and Supporting: (See debriefing instructions for specifics)

- Immediately check in with participant to assess how they are feeling.
 - o Ask participant how they are feeling/how the experience was for them. (Let them talk)
 - o Facilitate a conversation with them about their experience. (i.e., What areas did you feel comfortable or confident in? Did anything feel uncomfortable or did you feel less confident?)
- Ask participant if they are open to feedback
- Always start with the identified strengths
 - o Give specifics from the notes taken during their simulation
- Facilitate a conversation with the participant regarding any areas identified as potentially problematic or where they may have struggled.
 - o *For Example: (As the trainer/facilitator you noticed that the participant struggled with the mother's questions regarding the purpose of and timeframe of the safety plan.) "You did a really great job of articulating your role as the CPSW and answering the mother's questions about the investigative process. Tell me about trying to explain the Safety Plan."* This provides an opportunity for the participant to reflect on their experience and affords an opportunity for coaching and supporting around a very specific topic. This also provides a perfect opportunity for coaching, supporting and modeling of how to address a specific topic.
- Use the debriefing process to not only assess where the participant is in their knowledge of the investigative process but to strengthen their confidence and competence.

Trainer Note: While each participant receives individual debrief on site in the RSL, a larger debrief must be completed at the end of the day with the entire class of participants to address any new questions, concerns or need for clarification. This collective debrief is also used to prepare the participants for any subsequent simulations.

DAY TWO RSL

SCENE INVESTIGATION

*Time frame will vary depending on goals of specific simulation and number of participants. Generally, scene investigation simulation is 15-20 minutes with an extensive debrief process.

Propose: The purpose of this simulation is for participants to gather evidence is that is an essential component of a thorough investigation. A scene reenactment can help the Child Protection Specialist gather evidence and assess the credibility of various explanations of the incident or injury, and to consider other possible explanations/causes. See Procedure 300.60. This simulation also provides participants with the experience of articulating to the parents the purpose of the need to recreate how the injuries occurred and the process of the scene investigation. (i.e., explaining to the parents what the CPSW needs them to do, why they need them to do it, gaining permission to take photography, etc.).

Trainer Directions:

Prior to Simulation:

- Trainer/facilitator needs to ensure participants have scene investigation kit, which includes camera/phone and demonstrative dolls/tools.
- Trainer/facilitator needs to ensure participants have any required paperwork forms or documents required for scene investigation. (i.e., Home safety checklist, pamphlets).

Simulation:

- During each individual simulation, trainer/facilitator will be present in the RSL taking notes for debriefing with each participant (See specific Metrix/Rubric). Simulations should not be stopped or interrupted unless a participant is showing signs of distress or if the participant is completely off the target of the simulation goals. (i.e., participant begins talking about taking the children into protective custody and the goals of the simulation are engagement).

Teaching Points:

- Teaching points should be tailored to the specific case or scenario being use for the particular simulation. (i.e., articulating to the parents the process of the scene investigation, effectively answering the parent's questions, and explaining the home safety checklist).

- Facilitator/trainer have the opportunity to utilize Models of Supervision tools. (i.e., G.O.A.L.S.).
- Facilitator/ trainer can identify specific areas where each participant is at in the transfer of learning from procedure to practice

DAY TWO RSL – DEBRIEF

SCENE INVESTIGATION

Coaching and Supporting:

- Immediately check in with participant to assess how they are feeling.
 - o Ask participant how they are feeling/how the experience was for them. (Let them talk)
 - o Facilitate a conversation with them about their experience. (i.e., What areas did you feel comfortable or confident in? Did anything feel uncomfortable or did you feel less confident?)
- Ask participant if they are open to feedback
- Always start with the identified strengths
 - o Give specifics from the notes taken during their simulation
- Facilitate a conversation with the participant regarding any areas identified as potentially problematic or where they may have struggled.
 - o For Example: Addressing common missteps in scene investigation.
 - Not taking photographs
 - Not seeking clarifying information. (i.e., Missing that next crucial question).
 - Not allowing the parent or caregiver to demonstrate how the incident occurred. (i.e., CPSW uses demonstrative doll and mechanism which allegedly cause the injury themselves, rather than having the parent or caregiver demonstrate the sequence of events).
- Use the debriefing process to not only assess where the participant is in their knowledge of the investigative process but to strengthen their confidence and competence.

Critical Aspects of this Debrief:

The debriefing portion of this simulation is designed to support critical thinking as it pertains to weighing the evidence being gathered throughout the scene investigation and to prepare the CPSW for calling their supervisor to staff the investigation from the field. Trainer/facilitator must systematically walk the participant back through the sequencing of the scene investigation and allow the

participants to articulate the credibility of various explanations of the incident or injury, and to consider other possible explanations/causes.

Addressing environmental issues/Home Safety Checklist

- Walk participants through each room of the residence allowing them to identify specific areas of concern in the environment related to safety risk in the Home Safety Checklist.*
- Allow participants the opportunity to address specific concerns directly with the parents/caregiver. Encourage participants to give specific examples of what may be hazardous to the family/child.*
- If participants are struggling with how to address a specific hazard or safety concern, trainer/facilitator can model a technique.*

Trainer Note: While each participant receives individual debrief on site in the RSL, a larger debrief must be completed at the end of the day with the entire class of participants to address any new questions, concerns or need for clarification. This collective debrief is also used to prepare the participants for any subsequent simulations

DAY THREE RSL

COURTROOM

Purpose: The purpose of this simulation is to afford the opportunity for participants to experience testifying in a legal proceeding. The experience also provides the opportunity to receive coaching and supporting from experienced legal professionals.

Trainer Directions:

Prior to Courtroom Simulation: (3-5 minutes)

- In groups of two, participants will greet the parents, advise them of the purpose of today's hearing, discuss possible outcomes and provide parents with any necessary paperwork.
- Provide Assistants States Attorney volunteer a list of the first three participants.

Courtroom Simulation: (5-7 minutes)

- Each participant will be called to the stand, sworn in, and asked to testify to current position and previous work experience.
- Trainer/facilitator will keep time and stop the simulation between 5 and 7 minutes.

DAY THREE RSL – DEBRIEF

COURTROOM

Coaching and Supporting:

- Immediately check in with participant to assess how they are feeling.
 - Ask participant how they are feeling/how the experience was for them.
(Let them talk)
- Always start with the identified strengths
 - Give specifics from the notes taken during their simulation
- Allow for GAL, Assistant States Attorney, Defense Attorney, and the Judge to provide participants with individual feedback
- Use the debriefing process to not only assess where the participant is in their knowledge of the investigative process but to strengthen their confidence and competence.